

CURRICULUM
EDUCATION LIBRARY

CURRICULUM

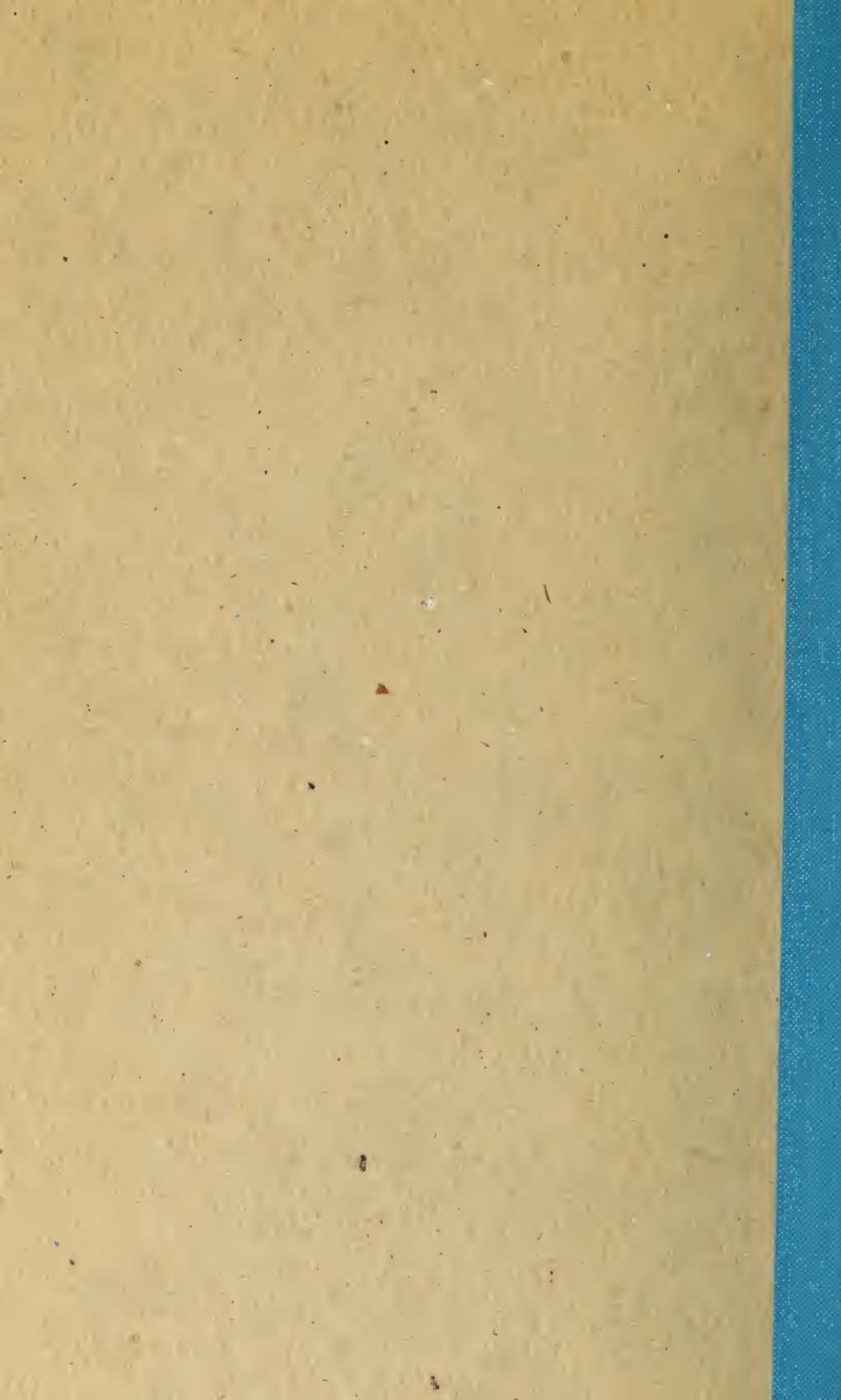
LB
2891
A3
A3122
1952

ALTA
373.01
1952
Gr7-9

CURRGDHT

CURR

CURRICULUM
EDUCATION LIBRARY



LIBRARY OF THE UNIVERSITY
OF ALBERTA

18 III 1955

Ves

High
am of
es -
ook

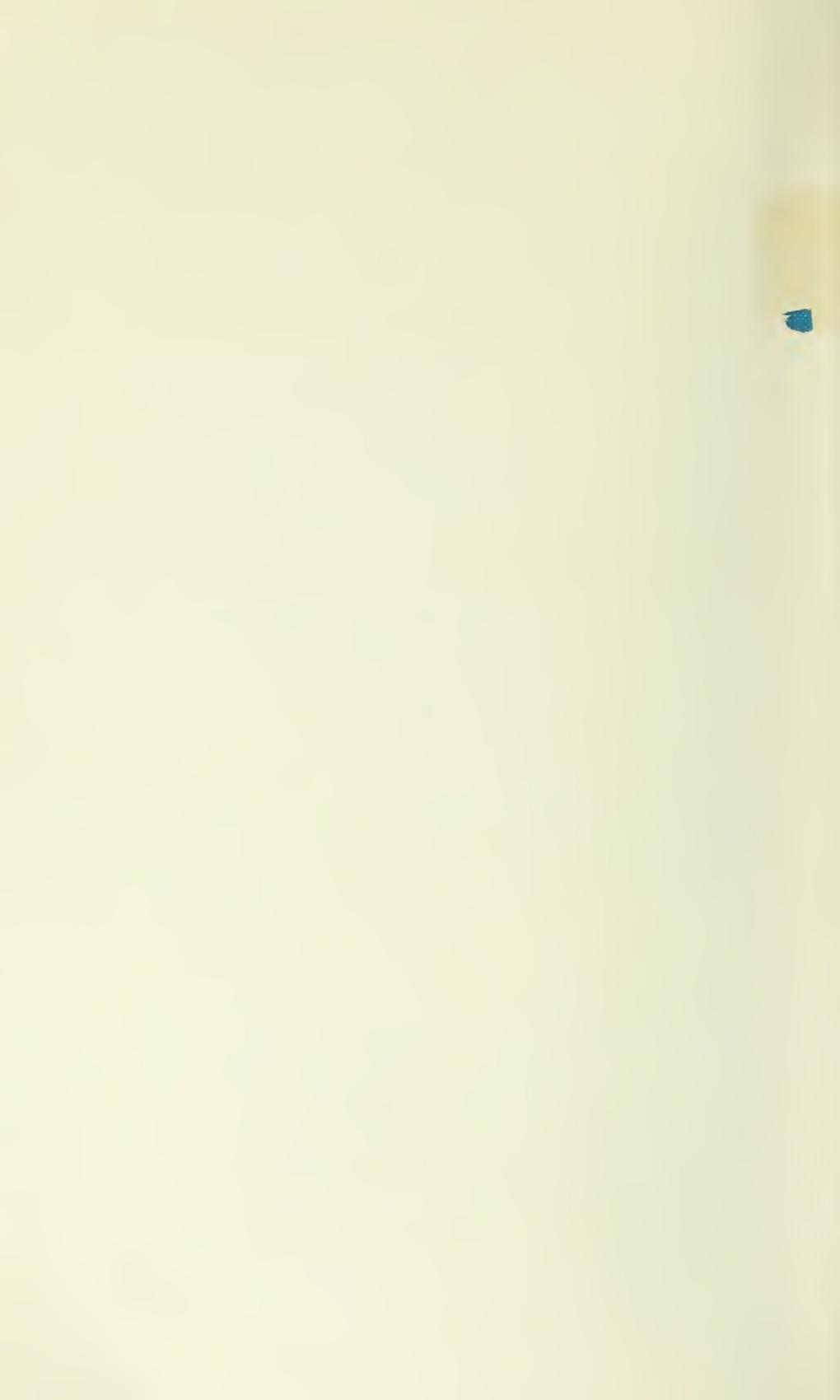
Junior High School

Program of Studies

HANDBOOK

UNIVERSITY OF ALBERTA
EDUCATION LIBRARY

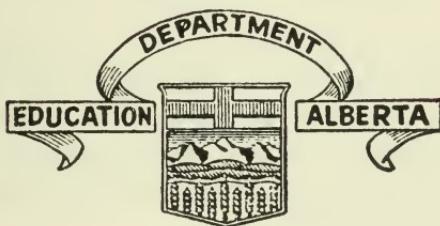
PROVINCE OF ALBERTA
Department of Education
1952



ALBERTA
373.01
1952
607-9

Program of Studies
for
Junior High School

HANDBOOK



EDMONTON, ALBERTA

September 1952

FOREWORD



The accumulated revisions and changes in the junior high school program effected over the past five years now render obsolete the "Programme of Studies for the Intermediate School", published in 1937 and now out of print. For the convenience of the teacher the one-volume program will be replaced by a series of bulletins, some of which have already been issued as interim and experimental course outlines.

First in the series of new outlines is this Handbook for the Junior High School, comparable in scope and purport to the Senior High School Regulations. Succeeding volumes will deal with the subjects or groups of subjects in the junior high school program.

This draft of the handbook is tentative, experimental and subject to revision before it appears in its completed form in September 1953. It is the earnest wish of the persons responsible for this publication that teachers who make use of it during 1952-53 send in to the Director of Curriculum any suggestions and criticisms that will help the Committee responsible for its final revision.

TABLE OF CONTENTS



	Page
Foreword -----	2
Acknowledgment -----	4
Chapter I History and Objectives of the Junior High School in Alberta -----	5
Chapter II The Junior High School Program -----	10
Chapter III Student Government and Associated Student Activities -----	22
Chapter IV The Unit Method -----	27
Chapter V Relationship of Guidance to the Junior High School Program -----	35

A C K N O W L E D G M E N T

The Department of Education acknowledges with appreciation the contributions of the following committee members to the preparation of the Handbook for the Junior High School. The bulletin has been prepared by the Subcommittee on the Handbook for the Junior High School under the guidance of the Junior High School Curriculum Committee.

Junior High School Curriculum Committee:

Morrison L. Watts ---- Director of Curriculum (Chairman)
A. B. Evenson ----- Associate Director of Curriculum
A. A. Aldridge ----- Supervisor of Guidance
G. F. Bruce ----- Director, Correspondence School Branch
H. W. Bryan ----- Principal, Balmoral Junior High School, Calgary
J. W. Chalmers ----- Superintendent of Schools
E. J. M. Church ----- Supervisor, Teacher Service Bureau
A. L. Doucette ----- Director, Faculty of Education, Calgary
T. G. Finn ----- Faculty of Education, Calgary
G. H. Lambert ----- Superintendent of Schools
Miss B. MacFarlane ----- Supervisor of Home Economics
M. V. MacDonald ----- Supervisor of Art, Edmonton Public Schools

Subcommittee on Handbook for the Junior High School:

H. W. Bryan ----- Principal, Balmoral Junior High School, Calgary
(Chairman)
R. G. Wallace ----- Principal, King Edward Junior High School,
Calgary
Munroe MacLeod ----- Superintendent of Schools, Wheatland School
Division

CHAPTER I

HISTORY AND OBJECTIVES OF THE JUNIOR HIGH SCHOOL IN ALBERTA

HISTORICAL BACKGROUND OF THE JUNIOR HIGH SCHOOL

The origins of our junior high school are to be found in the United States at the beginning of the present century. At that time the 8-4 plan of organization, then common to the majority of systems of public education in the United States, was being criticized by educators for its failure to meet the educational needs of young adolescents. The wide gap existing between the elementary school and the high school in curricula and methods was cited as a major cause for the heavy loss of students from school in their early teens. As a result of these criticisms widespread reorganization of the educational program was begun.

Of the many experimental changes tried, the one which met the widest acceptance was the 6-3-3 plan of organization. The setting up of an intermediate unit between the elementary and high schools made possible the construction of a program more suited to the needs and interests of the twelve-to-sixteen-year-old youth, and therefore gave the school greater holding power over pupils of this age. Many other advantages were also noted. In the new intermediate unit, instruction could be differentiated more easily to meet the varying capabilities of students. The transition between the elementary and the senior grades could be bridged more successfully; and exploratory courses, educational and vocational guidance, and many other needed features could be more effectively introduced. Thus the junior high school came into being and rapidly gained widespread acceptance in the United States and parts of Canada.

In 1934 and 1935, following the earlier lead of Vancouver and Winnipeg, several city schools in Alberta set up junior high school units. The following year the 6-3-3 plan of organization was recommended for Alberta schools. Many obstacles, such as inadequate building space and lack of specially-qualified teachers, prevented the rapid adoption of the junior high school throughout the province as a whole, but in the cities and larger towns the gradual extension of the 6-3-3 plan was made. More than ten years' experience with the junior high school program has produced evidence of its soundness and effectiveness in Alberta's educational system.

The subsequent extension of the junior high school plan throughout the province and the degree to which complete junior high school units can be set up in any district will be determined by many factors. The number of children to be served, the condition of the present school buildings, both elementary and secondary, the extent of present and future consolidation of school districts, and the interest of the public in educational needs will limit the expansion of the 6-3-3 organization and modify the type of program established.

THE PLACE OF THE JUNIOR HIGH SCHOOL IN ALBERTA'S BASIC EDUCATIONAL PROGRAM

The basic educational program in Alberta provides for the educational needs and requirements of children and young people by means of elementary schools, junior high schools, and senior high schools. The functions of the junior high school will be more clearly understood when viewed in relation to the work of each of the other schools, to the needs of youth, and to the objectives of secondary education. An analysis of these will make it possible to state clearly the specific aims and objectives of the junior high schools.

The Elementary School (Grades I-VI)

The elementary school program endeavors to meet the educational requirements of children approximately six to eleven years of age. It lays the basis for the fundamental skills and knowledge, as well as for the development of desirable understandings, attitudes, interests, and traits of character.

The Junior High School (Grades VII-IX)

The junior high school, formerly called the intermediate school, is a stage of transition from the elementary school to the senior high school. It has, therefore, several important functions. Its program must provide for further development and integration of the basic skills and learnings acquired in the elementary grades. It must present opportunities for exploring new subjects according to special interests. It must meet the basic needs of pupils approximately twelve to fifteen years of age at a time when they are undergoing rapid physical, emotional, and social development.

The specific objectives of the junior high school are outlined on pages 8-9.

The Senior High School (Grades X-XII)

The program for the senior high school completes the basic educational program for the great majority of students. For some, it remains an apprenticeship for the university, but for most it consists of educational experience appropriate to the needs of pupils from fifteen to eighteen years of age.

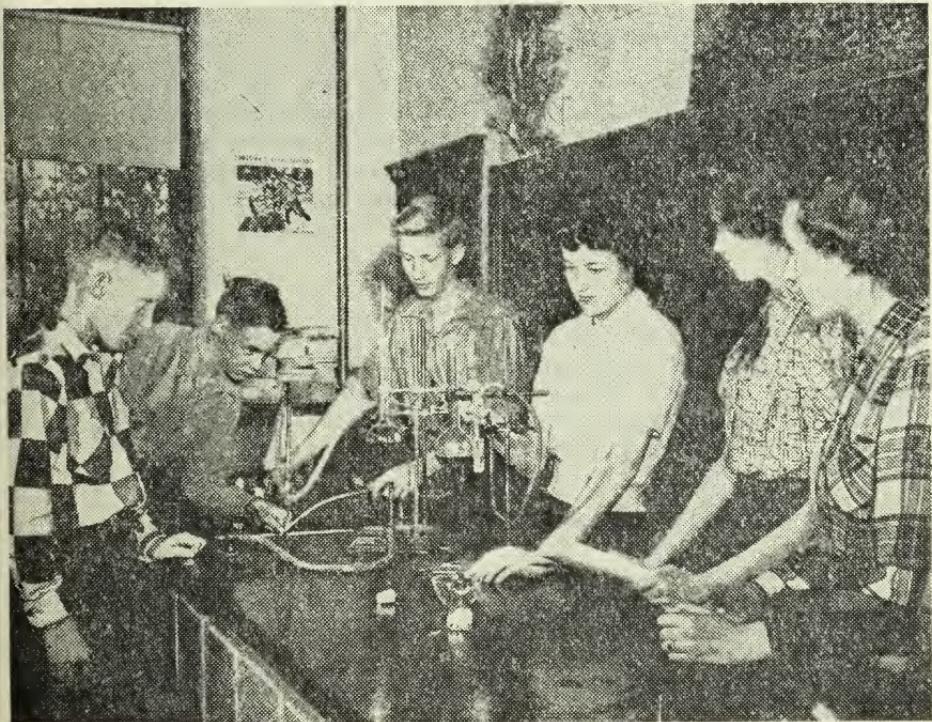
The general objectives of the secondary education provided in junior high schools and in senior high schools are based chiefly on the needs of youth. Accordingly, these objectives may best be determined by a careful study of basic needs.

THE NEEDS OF YOUTH AND THE GENERAL OBJECTIVES OF SECONDARY EDUCATION

Briefly summarized, the needs of youth include: good health, social acceptance, training for citizenship, consumer education, familiarity with the tools and methods of learning, an understanding of the physical environment, appreciation of family life, vocational competence, apprecia-



The Elementary School Lays the Foundation in Basic Skill and Knowledge



The Junior High School Promotes the Further Growth of Useful Skills and Understandings

tion of cultural achievements, wise use of leisure time, ethical values in group living, and intelligent thought and expression.

Based on the needs of youth as outlined in the last paragraph, the general objectives of secondary education in junior and senior high schools are four in number. They are set forth in detail in the *Curriculum Guide for Alberta Secondary Schools*. Very briefly summarized, they are as follows:

Personal Development

Maximum personal development is to be attained through: good physical and mental health; intellectual achievements, including the ability to think scientifically through problems relating to the subject matter of the curriculum and their applications to daily life; an appreciation of our cultural heritage; suitable recreational and leisure time activities; development of character as indicated by sound habits of behavior and in social relationships; and an appreciation of the importance of religion in daily living.

Growth in Family Living

Growth in family living includes an appreciation of the importance in society of the home as a happy place, offering love and affection to all its members, as a democratic institution with members sharing rights and duties, and as a basis for sound moral and social growth.

Growth in Qualities of Good Citizenship

Growth in qualities of good citizenship may be fostered by: an understanding of personal responsibilities in the school, community, province, nation, and community of nations; an understanding of the historical background for present-day problems; training the pupils toward the attainment of consumer competence, the development of democratic behavior and of loyalty to democratic ideals.

Occupational Preparation

The school must provide the pupil with a reasonable appreciation of vocational opportunities, and of the type of training required for particular occupations. The school should help to develop in the student a willingness to study his own interests and abilities in relation to selected occupations and to avail himself of guidance services.

SPECIFIC FUNCTIONS OF THE JUNIOR HIGH SCHOOL

The foregoing sections have dealt with the historical background of the junior high school in Alberta, and with its relation to the elementary school and the senior high school. They have also indicated in general terms the close relationship between the objectives of all types of secondary education and the needs of youth. It remains to state more specifically the functions of the junior high school and to establish certain criteria for

judging the success of a particular junior high school. The specific functions of the junior high school are as follows:

1. To continue the training of the elementary school in basic skills and knowledge.
2. To help blend the understandings, attitudes, skills, and interests of the pupils into wholesome, well-integrated behavior.
3. To stimulate in the pupils a broadening of cultural, social, civic, and recreational interests.
4. To provide the pupil with opportunities to discover and develop special interests and abilities which may have future educational or vocational value.
5. To supply pupils with information regarding educational and vocational opportunities.
6. To stimulate in the pupils an increased interest and concern regarding personal and community health.
7. To assist pupils in making satisfactory mental, emotional, social and spiritual adjustments in their growth toward wholesome, well-balanced personalities.
8. To provide differentiated educational facilities suited to varying interests, needs, and abilities, so that each pupil may develop to the best advantage his own possibilities and capacities.
9. To assist pupils in understanding, and participating in the democratic functions of the school and the community.
10. To provide a gradual transition from the elementary school to an educational program suited to the needs and interests of high school students.

CHAPTER II

THE JUNIOR HIGH SCHOOL PROGRAM

GENERAL PRINCIPLES OF THE PROGRAM

The present program does not essentially alter administrative practices nor demand additional expenditures. Nor does it depart greatly from the basic philosophy of the previous program. It represents rather a renewed attempt to implement that philosophy by bringing curriculum procedures up to date and into harmony with modern educational research and opinion.

The major educational principles upon which this program is built are given briefly below. Specific objectives, and curricular procedures suggested for their achievement are set forth in detail in the bulletins devoted to the individual subjects.

Objectives

An increased emphasis is placed on the objectives of each course. The whole program is designed to implement the major objectives set forth in Chapter I. In each course specific objectives are noted for the course as a whole and more detailed objectives listed for each section; these are stated in terms of understandings, skills, abilities, habits, and attitudes. The total growth of the student is to be kept constantly in mind.

General Organization and Procedures

The term "curriculum", as it is used in the junior high school program, embraces all the means by which the junior high school attempts to achieve its objectives. It includes not only the regular classroom subjects, but also the many extra-class activities, which lead to the realization of the broad educational aims in Chapter I.

In the organization of the school excessive departmentalization should be avoided. The program block is designed to reduce the number of different teachers met by the student, especially in larger schools, and to make possible a more personal relationship between pupil and teacher.

Certain aspects of the program, such as the range permitted in time allotments for subjects, are intended to give much greater flexibility to classroom and school organization, thereby enabling individual schools and classes to meet their own needs more effectively.

Learning experiences should be adapted, as much as possible, to individual abilities and interests. School organization and classroom procedures should endeavor to meet the needs of both the academic and non-academic student.

Methods and Classroom Practices

This program is organized to ensure greater use of the unit method, which is described in some detail in Chapter IV. Classroom procedure

should reflect the view that learning is an active process and should provide opportunities for as much pupil participation as possible. Extra-class, as well as class activities, should lead students to become active members of a democratic school community.

As wide use as possible should be made of the many varied sensory aids available, such as films, broadcasts, recordings, and transcriptions.

Guidance

The need for effective guidance services grows steadily as the school unit and the community expand and become more complex in organization. Each school should endeavor to provide a guidance program as complete as its needs demand and its resources permit.

Evaluation

There should be careful and continuous efforts to evaluate the work done in terms of the objectives, with stress on the changes in pupil behavior, as well as on the mastery of subject matter.

The general principles cited above will be interpreted in practice somewhat differently by individual schools and teachers, because of their particular situation. The large city school, the smaller town unit, and the ungraded rural classroom will approach the program with very different needs, resources, and points of view, all of which will necessitate considerable divergence in their organization, methods, and techniques. This is to be expected and each teacher must make allowance for his or her local situation. Only the ultimate goal remains constant—the maximum development of each individual for life in our democratic society.

CLASSIFICATION OF SUBJECTS IN THE PROGRAM

The subjects for study in the junior high school fall into two categories: the basic subjects, which must be taken by all students, and the exploratory courses, which are offered to students on an elective basis.

1. Compulsory Subjects

The compulsory subjects are: Language, Social Studies, Mathematics, Science, Physical Education, Health and Personal Development, Literature, and Student Government and Associated Activities.

2. Exploratory Courses

The term "Exploratory Subjects" is used as a more accurate designation for the group formerly called optional subjects. They are: Art, Dramatics, Music, Home Economics, Industrial Arts, Community Economics, Oral French, and Typewriting.

The chief purpose of the exploratory subjects in the junior high school program is to give every pupil an opportunity to explore his own growing interests and abilities in cultural and practical subjects other than those taken as compulsory. It is not intended, however, that experiences in these

subjects should end in the mere satisfaction of the pupil's curiosity regarding the nature of the courses sampled. It is equally important that the interests of pupils be carefully cultivated and that special abilities, where they appear, be developed to the maximum.

N.B.—Full details regarding the above subjects are given in special individual bulletins issued by the Department of Education.

SPECIAL FEATURES OF THE PROGRAM

I. The Program Block

Definition and Objectives:—The program block is a modification of the core-curriculum idea which has been introduced in various forms in many secondary high school systems in recent years. This idea provides for a curriculum built around a basic core of combined or integrated subjects. Social Studies, English, Science, and Mathematics are the subjects which have been more commonly used to furnish a core for such a program.

A block is a large section of the daily schedule, which covers two or more subjects and is under the charge of one teacher. Such an arrangement has two main purposes. First, it enables the teacher to become better acquainted with the students he teaches, since he has fewer under his charge; and second, it provides the opportunity for better correlation of the subjects taught.

The block program for Alberta junior high schools is not intended as a step toward a complete core-curriculum but is a modification better suited to conditions in Alberta. It is a framework within which varying degrees of correlation may be attempted according to the inclination and capabilities of the teacher. Some teachers will correlate the subjects within the block very closely and will use other blocks in addition to those suggested in this program; others, who are less inclined to depart from their present procedures, will continue to teach the subjects separately in the manner with which they are familiar. In the latter case, the chief benefits of the block system will be that, in departmentalized schools, teachers will meet fewer pupils and therefore have an opportunity to know them better.

Types of Blocks. The major blocks designated in this program are Social Studies-Language, and Science-Mathematics. These two will constitute the essential blocks under normal circumstances. The number of blocks beyond the two basic ones, and the combinations of subjects within the blocks will be affected by such factors as the size of the school, the training and interests of the staff, and other circumstances.

The teacher responsible for a given block will endeavor to correlate the subject matter from the various subject fields whenever and wherever the learning experiences and the understanding of students can be enriched by so doing. Definite instructions for such procedures are given in the Social Studies-Language Bulletin, which has been revised to promote integration of these two subjects. Success in securing the desired results in such a program will not always come easily and will necessitate careful study and experimentation by the teacher.

The above instructions are not mandatory. If the situation in any school is such that the principal and teachers consider the interests of their students are best served by not attempting the blocking in these major subjects, they may schedule the subjects separately, provided the total time devoted to them is in accord with the instructions given on page 15.

2. The Separation of Literature and Language

Instruction in Literature today undertakes, in addition to the development of pleasure, appreciation and taste in the reading of good literature, the cultivation of personal, social, and spiritual ideals, which will result in socially desirable behavior.

The foregoing objectives seem to indicate that literature teaching and language teaching are dissimilar tasks, each requiring its own specialized methods and techniques. Though there are occasions in which Literature can be used to stimulate language development, it would appear that, at the junior high school level, language must be considered a tool which the pupil is learning to use to express clearly and accurately his own thoughts. On the other hand, the literature which he will read was written by people who have passed far beyond this elementary level, who have perhaps made writing their life work, and who have achieved mastery of written expression. Efforts to duplicate these literary masterpieces can serve no useful purpose until more elementary problems of written and oral expression are overcome. This is not to suggest that examples of effective writing have no place in the language class; every teacher is encouraged to use suitable models to help youngsters to recognize what is good. These models, however, can be chosen from many sources and need not be restricted to the selections in a literature course. Business letters, excerpts from current magazines, paragraphs from Social Studies texts, and effective examples of student writing — all will prove valuable in the language lesson.

It is hoped that in departmentalized schools the separation of Language and Literature will permit the teacher of each of these subjects to meet more effectively the challenge which each presents. The Social Studies-Language teacher will be continually aware of the difficulties which pupils face in organizing material, in summarizing an article, in presenting a report, or in writing a letter. He will thus be better prepared to help pupils to overcome these difficulties. The Literature teacher, freed of much of this responsibility, should have an opportunity to read widely, to lead youngsters into the world of books, and to gather material and information that will bring enjoyment and inspiration to the Literature periods. In short, the Literature teacher may have freedom to direct his efforts toward the achievement of the objectives of literature teaching outlined in preceding paragraphs.

Literature, therefore, has been separated from Language in this program. It may be taught as an independent subject, or it may be combined in a block with other subjects.

3. Developmental Reading

At the present time the teacher of Literature is responsible for the program in developmental reading. All teachers, however, must accept some responsibility in assisting students to improve their ability to read with facility and understanding. This is particularly true of the teachers of the major blocks such as Social Studies-Language and Mathematics-Science.

The success of the unit method depends, to no small extent, upon the student's being able to read independently for information. When the student lacks this ability the teacher should attempt to diagnose the student's difficulty and to assist him in planning a course in reading which will overcome these difficulties and enable him to develop the necessary reading skills.

4. Health and Personal Development

This is a new course which includes material formerly part of the regular health course, the home room program and group guidance work. It is designed to help students understand more fully their own problems of growth and personal development.

5. Physical Education

The time allotted to Physical Education may seem inadequate for a complete program in this field. It is intended, however, that the periods given to Physical Education in the timetable be regarded as a central core around which the many varied extra-class activities, like football, basketball, folk dancing, etc., are introduced, organized, and motivated. This interpretation should make Physical Education one of the most vital parts of the junior high school curriculum.

6. Directed Study and Homework

Time formerly allotted to separate supervised study periods will be absorbed by the two major blocks—Social Studies-Language, and Science-Mathematics. The extra time thus gained is to be devoted to directed study in these subjects during the block period. The advantages of this change are that the student will do his study at a more appropriate time and under the direct supervision of the proper teacher. Constant care must be taken to ensure that **at least** one-fifth of the total block time be allowed for study, and that this time be divided and assigned in the most effective manner.

While some homework outside of regular school hours will be necessary, more time and better opportunity for well-directed, intensive study is provided under the block system. Thus it is hoped that the assignment of homework for junior high school pupils can be lessened somewhat.

7. Flexibility in Organization

The time allotted to different subjects may vary within the ranges suggested in the section below. This will permit schools much greater flexibility than has been possible in the past in organizing a program suited to their individual needs.

SCHEDULING THE PROGRAM

For the purpose of scheduling the daily program the school week is divided into forty class periods. The tables below show the time allotment for each separate subject or suggested block of subjects on this forty-period week basis.

Compulsory Subjects (32 periods per week)

Health and Personal Development -----	3 periods per week
Literature -----	3 periods per week
Physical Education -----	3 periods per week
Mathematics - Science -----	10 periods per week
Social Studies - Language -----	12 periods per week
Student Government and Associated Activities-----	1 period per week

Exploratory Subjects (8 periods per week)

1. Fine Arts

Art -----	4 periods per week
Dramatics -----	4 periods per week
Music -----	4 periods per week

2. Practical Arts

Home Economics -----	4 periods per week
Industrial Arts -----	4 periods per week

3. Other Electives

Community Economics -----	3 periods per week
Oral French -----	3 periods per week
Typewriting -----	3 periods per week

In order to adapt the above program to the needs, interests, and abilities of students and teachers, it is recommended that classes be permitted to operate within a flexible timetable area. Each "block" on the timetable might receive a slightly reduced or slightly increased amount of time. For example, the Social Studies-Language block might be given as few as ten periods per week or as many as fourteen. Principals and teachers may be permitted to deviate from the above schedule as long as time allotments are within a definite range of periods per week.

The following table repeats the program for the junior high school grades and gives the "range" of time allotment which may be used to adapt the program to the needs of any school.

It should be noted, however, that the minimum of periods devoted to compulsory subjects must not be less than twenty-eight. Therefore the number of periods per week for each compulsory subject must be allotted in such a way that the total number of periods for compulsory subjects does

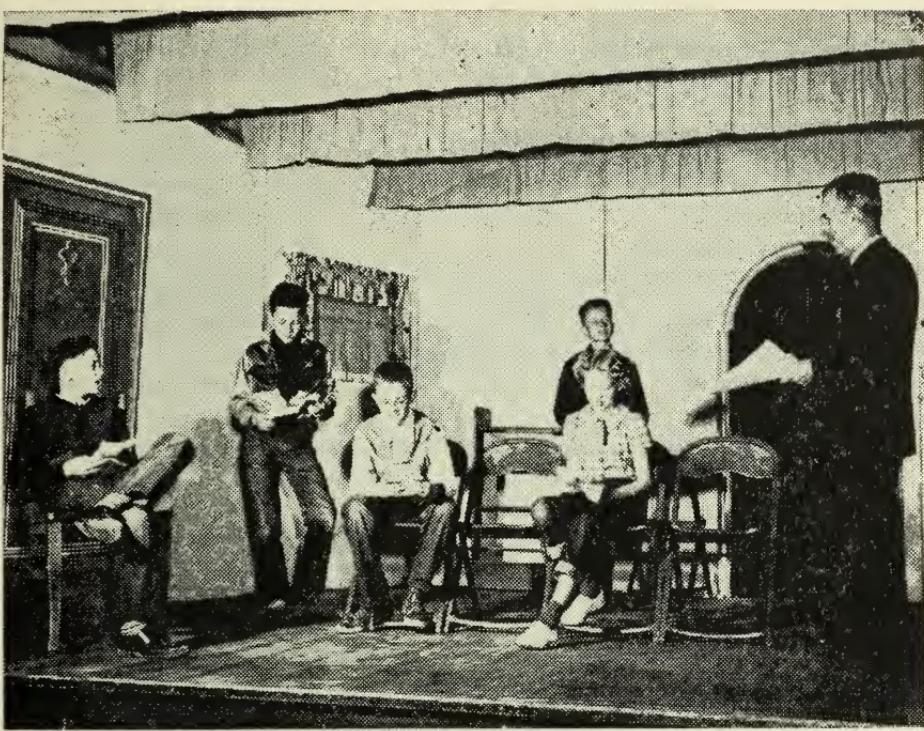
Home Economics - - - - -



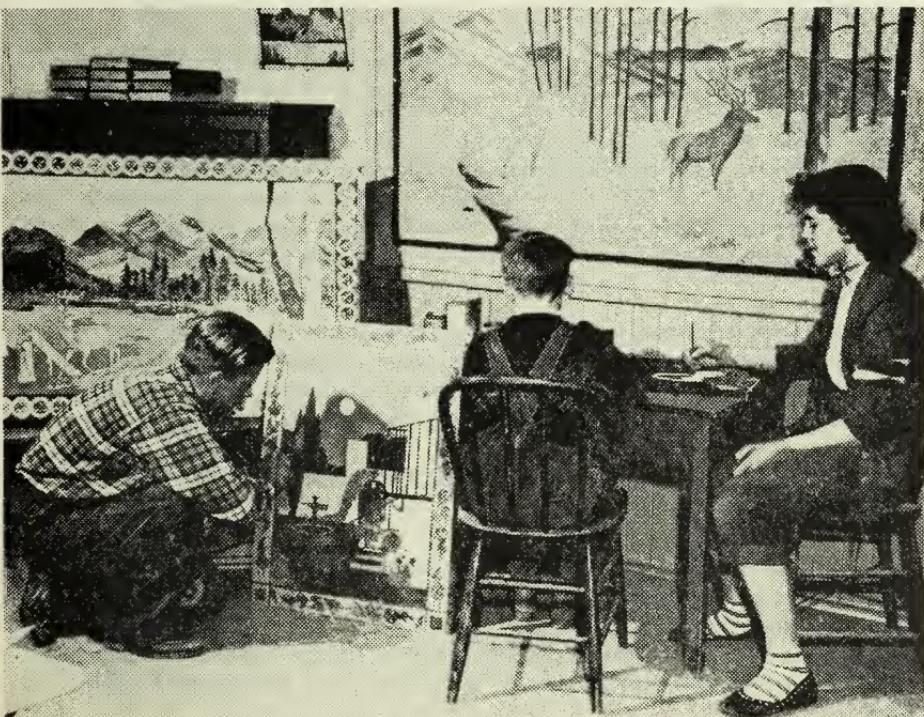
and Industrial Arts - - - - -



Give Excellent Training in Practical Home Skills



Drama Gives New Poise and Confidence



Art Opens the Door to Imaginative Minds and Skilful Fingers

not fall below twenty-eight. Similarly the total number of periods per week devoted to exploratory subjects must not fall below six.

Compulsory Subjects (28-34 periods per week)

Health and Personal Development -----	2 - 4 periods per week
Literature -----	3 - 4 periods per week
Physical Education -----	2 - 4 periods per week
Mathematics - Science -----	8 - 12 periods per week
Social Studies - Language -----	10 - 14 periods per week
Student Government and Associated Activities -----	0 - 3 periods per week

Exploratory Subjects (6-12 periods per week)

1. Fine Arts

Art -----	2 - 6 periods per week
Dramatics -----	2 - 6 periods per week
Music -----	2 - 6 periods per week

2. Practical Arts

Home Economics -----	2 - 6 periods per week
Industrial Arts -----	2 - 6 periods per week

3. Other Electives

Community Economics -----	2 - 4 periods per week
Oral French -----	2 - 4 periods per week
Typewriting -----	2 - 4 periods per week

Although "Student Government and Associated Activities" is listed as a compulsory subject, it is fully understood that because of limited enrolment, or for some other reason it would not be possible to make it compulsory for every school. Therefore, the range of periods per week is listed as 0 - 3.

All time allotments for Compulsory Subjects should be kept within the suggested "range" of periods per week so that when the number of periods per week allotted to them is added to those to be used for Exploratory Subjects the total will be forty for each student.

REGULATIONS AND DIRECTIONS

A. Exploratory Subjects

I. The maximum number of exploratory subjects taken in any one year shall be three. In most schools it will be possible to offer two. The minimum number of exploratory courses for the grade nine classes will be two in any year. However, circumstances in smaller graded and ungraded schools may make it necessary to offer only one exploratory subject in Grade VII or Grade VIII or both. Where such conditions exist in rural

schools the superintendent may authorize a minimum of one exploratory course (three periods per week), to be given.

2. During the junior high school period of three years each student will be expected to sample at least four of the Exploratory Subjects: Art, Dramatics, Music, Home Economics, Industrial Arts, Community Economics, Oral French, Typewriting.

3. It will be permissible to take two of the Exploratory Subjects for a half year each in any school year. For example, a Grade IX student could take three electives by taking Industrial Arts for the full year along with Art for the first half of the year and Music for the second half of the same school year.

4. Special certification is required for the teaching of Industrial Arts, Home Economics and Typewriting; at least the Junior Certificate is demanded in each case. Oral French should be offered less frequently than the other electives and only with the special permission of the superintendent. This course is planned primarily for districts having a French-speaking teacher. To teach the course successfully the teacher requires a two-fold equipment: (a) ability to converse freely in the language, and (b) a clear concept of the principles underlying language training.

5. In smaller schools electives are to be chosen in consultation with the divisional superintendent. In ungraded schools teachers may offer one elective each year for Grades VII and VIII combined, and two electives to Grade IX. Three instruction periods per week are recommended for each such elective.

It may be possible to combine Grades VII, VIII and IX for certain electives. For instance, the program for one year might be Music for Grades VII and VIII combined, and Music and Typing for Grade IX. Then for the following year the program might consist of Art for Grades VII and VIII combined, and Art and Typing for Grade IX. For the third year the program might then be Dramatics for Grades VII and VIII combined, and Dramatics and Community Economics for Grade IX.

In graded schools, teachers may offer two electives each year to Grades VII and VIII combined, and two or three electives to Grade IX. Six instruction periods per week are recommended for the Grade VII-VIII electives, and a minimum of eight periods per week for the Grade IX electives.

It is advisable to give thorough instruction in a few electives rather than attempt too many. Teachers must keep careful records of the electives taught each year.

Special Note:—Superintendents or principals who may wish to modify the program of exploratory subjects indicated above are hereby referred to the statement on "Teacher Participation in Curriculum Building" which appeared in the Official Bulletin of the Department of Education contained in the ATA Magazine in its issue of October, 1951.

B. Standing in Music

In every junior high school a special effort should be made by the teacher to determine what students, if any, are taking music by private study and possess certificates entitling them to standing in Grade IX Music. It will be permissible for a teacher or principal to exempt any or all of such students from one Grade IX Exploratory Subject in order that some relief may be extended to them to compensate for the several hours spent in private study each week in addition to their regular school work.

Certificates of the following examining boards, issued for the grade specified in each case, will be accepted by the Department of Education as the equivalent of full Grade IX standing in Music.

Examining Boards	Junior High School Grade IX	
	Practical	Theory
Western Board of Music	Grade IV	Theory I
University of Toronto Toronto Conservatory	Grade V	Theory I
McGill Conservatorium	Elementary	Elementary
Associated Board of Royal Schools	Grade IV	Theory II

For a more comprehensive statement regarding Music, see the Senior High School Handbook, 1952-53 page 33.

C. Promotions and Examinations

1. Promotion from Grade VII to Grade VIII and from Grade VIII to Grade IX will be determined by the school or local administration.

2. The Department of Education will conduct annually a Grade IX Examination. A reasonable minimum achievement will be required on each of the tests. It may be further stated that the High School Entrance Examinations Board, in recommending for promotion, will consider the candidate's record as a whole, with due regard for (1) his standing in the Exploratory Subjects, (2) other data reported on the Record Card, and (3) the Principal's Confidential Report. The Board may make special recommendations when such are required.

3. Candidates will not be permitted to write on part of the Grade

IX examinations; nor will they be given credit in separate subjects of the examinations. They may, of course, take more than one year to complete the Grade IX program, but they must take the written examination as a whole, and at the time they take the examination they must have completed the requirements in at least two exploratory subjects.

4. Henceforth, general gradings will not be assigned to Grade IX students, but letter gradings will be given in individual subjects.

5. No student will be permitted to take instruction in senior high school subjects until he has completed the junior high school program and has been promoted to the senior high school.

6. Teachers of Grade IX classes will receive during the spring term the following printed forms from the Department of Education:

- (1) A circular of instructions respecting the Grade IX examinations.
- (2) Forms for the Principal's Confidential Report.
- (3) Grade IX Record Cards, which will also serve as pupils' applications to write on the Grade IX examinations.

Certain blanks on the Record Card are to be filled in by the teacher. Directions for doing so will be given in the circular of instructions.

The Grade IX Record Card becomes, when completed, an important document containing, in compact form, a great deal of information respecting a pupil's school performance.

When the record cards have been returned to the Department the Grade IX examination scores will be entered in the blanks reserved for the use of the Department. The cards will then be canvassed by the High School Entrance Examinations Board, and thereafter kept on file at the Department for later entries of high school records.

CHAPTER III

STUDENT GOVERNMENT AND ASSOCIATED STUDENT ACTIVITIES

One of the more important purposes of the junior high school is to educate students for effective citizenship in democracy. The junior high school is a small community of similar pattern to the large community of which it is a part, offering excellent opportunities for training boys and girls in democratic procedures. Student government and associated student activities are among the best means through which the student can actively participate in the life of the school community, and develop the habits and attitudes essential to good citizenship. Students of junior high school age are both willing and able to direct their own affairs and should be given the opportunity to do so under teacher guidance and within limitations. Experiences such as participating in elections, carrying out the duties of an office, and working on committees should be had by all students if good citizenship is expected later.

Extent of Participation

The extent of student participation in the government of the school must be carefully gauged. Complete self-government is not practicable because pupils are not mature enough to be entrusted with such responsibility, and because the school administration cannot delegate certain areas of its authority. Therefore, student government must be limited carefully to those areas in which pupils can be given authority commensurate with the responsibility they are able to assume. There are many areas in which students can learn to run their own affairs effectively and many in which they can share in the control of school matters. In practice, student government means that the pupils participate along with the principal and teachers in a joint management of the school community.

Several closely related forms of student activities are included in the term "Student Government and Associated Student Activities". The first, known as student government, is designed to assist in the general management of school and student affairs. The others, usually designated as clubs and extra-class activities, are more specifically devoted to student athletic and recreational activities. All are essential to a well-balanced junior high school program, and all may be considered together, since their general aims and workings are so closely related.

Objectives

The objectives of student government and associated student activities may be stated specifically. They can provide, first of all, real training for pupils in such democratic practices as elections, representation, and responsible executive control. They can give opportunity for the exercise and development of leadership and at the same time teach pupils to evaluate leadership qualities. They can be strong socializing factors and a means of inculcating feelings of social responsibility. They can train the

pupils in better use of leisure time. Finally, they can promote a more vigorous and effective functioning of the whole junior high school program.

Student Government

Every junior high school, if possible, should have some form of student government. The type and the extent of its control of school affairs may vary widely depending upon the number of students and the conditions within the school. There should be representatives elected by home-room or club units to serve on the central council of an executive body, so that as in our own larger community, the views of the local constituency can be easily made known to the central governing body. A grade, classroom, or club might form the local constituency, and time taken from Social Studies or Health and Personal Development, might constitute the Home Room or Constituency period. It might be that the grade or classroom forms the better local constituency in so far as they are definite bodies of which all pupils are members.

Where feasible, a constitution could be adopted and other suitable forms of democratic machinery put into operation. The amount of authority delegated and the area in which it is given should be clearly defined. Students will feel frustrated and disillusioned by expecting to assume considerable authority where little or none can be given in practice. The fields of social activities and athletics are two places where pupils, at this age, are able to assume responsibility, and where sufficient authority may be delegated to make the pupils feel that they are actually practicing self-government.

Interested and capable staff sponsors are necessary to the success of student government activities. Sponsors should not be directors, but rather co-partners, guides and consultants in a joint project, willing to give the pupils as much responsibility as they are able to accept.

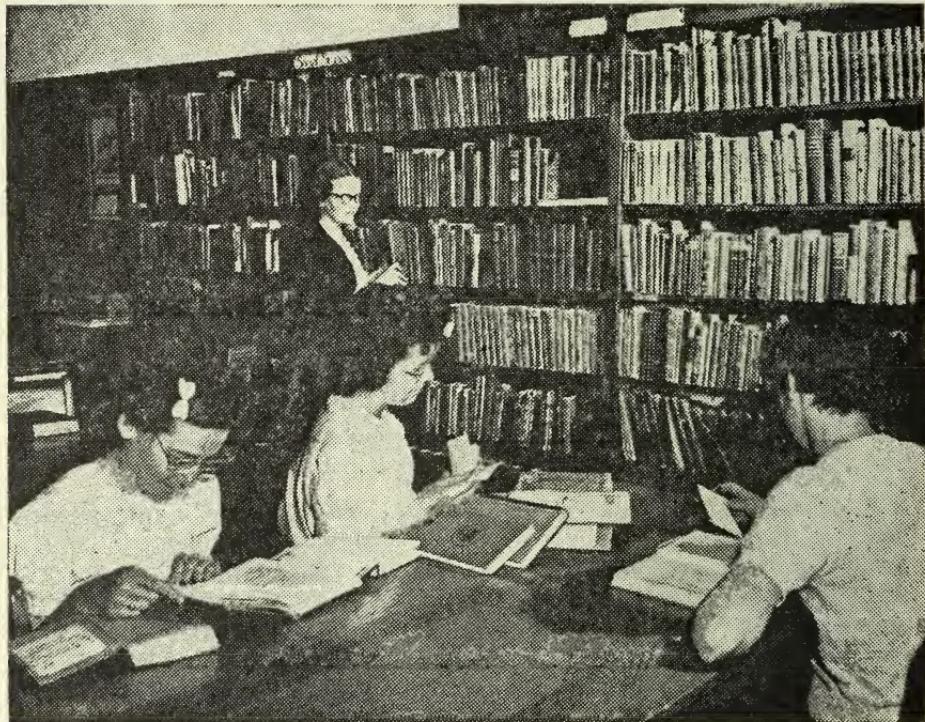
Associated Activities

There are many associated student activities which can either be co-ordinated under the student government, or run independently. These include clubs of all kinds, assemblies, athletic and social organizations, and the numerous service activities about the school. All of these, properly run, offer excellent opportunities to further the educational objectives mentioned above. The students' council, directly responsible to the principal, should aim to co-ordinate all student activities and clubs in some way so that there are not too many independent groups.

Clubs should grow out of real interests of the students and should not be continued when lack of interest or artificiality becomes evident. Sport, with its athletic organizations, house leagues, committees, school teams, etc., lends itself to student organization with a teacher in charge as manager, coach, or supervisor. Assemblies and students' social functions also lend themselves admirably to student planning and direction. The needs of the school for service groups such as safety patrols, lost and found monitors, projectionists, referees, groundsmen, stage and property men, and



Practice Makes for Better Performance in the Track Club



The Library Club Performs a Useful Service for the School

many other such personnel, can be turned into excellent club situations. They are real community needs, possessing a high potential of student interest, and involve the added factor of public service.

Each member of a junior high school staff should be prepared to sponsor one or more such student activity. Any program of student government and activities will be limited by the amount of time and the quality of leadership the staff is able to give. Fewer activities, expertly sponsored and enthusiastically run, will unquestionably be better than numerous ill-directed ones. Staff sponsors must be prepared to give to these activities not only extra time but care and thought to their planning. A sound program of student activities will reward a staff in many ways, not the least of these being a better understanding of their students and greater co-operation from them in other things. Principals should keep in mind the problem of teacher load, trying to have as many activities as possible within school time. Where a teacher does a great deal of work with pupils after hours, more spares or fewer "marking" subjects might be given.

The time and frequency of meeting of student groups will vary greatly and depend upon many things. Some groups, such as student councils, home rooms, assemblies, and certain clubs, should meet regularly and in school hours. Others, such as athletic and social groups, should be held when needed, in noon hours, after school, in the evenings, and perhaps occasionally during school hours.

It is highly desirable that every boy and girl take an active part in one or more of these student activities. However, experience would seem to show that participation, for the most part, should be voluntary. Teachers and counsellors should encourage the timid and set bounds for the over-active pupils to ensure widespread participation without over-indulgence. They should also be aware of the very active participation of some students in community, church, "Y", and other activities after school hours. Where possible, these students should be persuaded to curtail school activities, both for their own good and that of students who do not participate in out-of-school activities to any large extent. Special study or library periods could be used to look after non-participating students when activities are held during school hours. Where limits on membership are necessary, senior students should be given first preference.

The junior high school program outlined in this bulletin provides sufficient flexibility to permit the organizing of many different types of student activities, and to enable their proper integration. The Health and Personal Development course gives both impetus and time for this phase of student development. Periods may be set aside specifically for student government, home room assemblies or clubs. Social Studies at many points lends itself to the promoting of student government ideas and practices.

The following list is suggestive of the many kinds of student activities

which might be considered by a junior high school for a program of student government and associated student activities.

Service Activities	Athletic and Recreational Activities	Other Activities
Safety Patrols	Boys and Girls Athletic Associations	Science Club
Lost and Found Department	Referees Clubs	Book Club
Library Club	House League Committees	Craft Club
Stage and Properties Club	Team Clubs—Soccer, Softball, etc.	Radio Club
	Tumbling Club	
	Dancing Club	
Ground Club	Glee Club	Games Club (Chess, Checkers, etc.)
Projectionist Club	Drama Club	Noon Hour Club (Lunch)
Sick Committee	Press Club	Hostess Club
Good Fellowship Club (to introduce new pupils)	Orchestra	
House Committee	Assemblies	Hobby Club
Junior Red Cross		

Student Government and Associated Activities in Smaller Junior High Schools

Student Government and Associated Activities becomes less formal with decreased enrolment. Thus teachers in one-room rural schools would continue, as at present, to arrange in consultation with their pupils certain extra-class activities like sports, school hikes, orchestra, etc., as the need arose and not according to a specified timetable. The usual democratic principles would apply to all such activities.

CHAPTER IV

THE UNIT METHOD

There are many effective teaching methods and techniques which can be used at the junior high school level. Of these, the unit method seems most useful in achieving the objectives of the junior high school program. The unit as a basis of curriculum organization is consistent with the educational principles given in Chapter II and the unit method is the term used to cover an effective procedure in teaching units in the junior high school.

THE UNIT METHOD DEFINED

The unit method is one in which related subject matter and useful experiences are organized around large central themes or units in order to provide learning situations which have greater meaning for the pupils in the junior high school. Properly used, this method develops in the pupils consciousness of the objectives towards which they work, and stimulates their interest in its problems and outcomes.

The unit method is really an extension of the enterprise methods used in the elementary grades. It includes the usual teaching techniques with which all teachers are familiar, such as formal teaching from the texts, individual or group research by the students, pupil reports, and panel discussions. It provides excellent opportunities for correlating various subjects, while learnings are always in relation to the one central theme. It is particularly valuable in the fields of Social Studies, Science, and Health and Personal Development, but it may be used effectively at times in practically all subjects. For sample units in complete detail teachers are referred to the various Curriculum Guides.

THE UNIT METHOD IN PRACTICE

Planning the Unit

In Social Studies, Science, Literature and Health and Personal Development courses of study in the junior high school, specific unit organization has been suggested. This need not prevent a teacher and class from re-organizing the material and experiences into units more suited to their needs. Any major change of this kind, however, will require careful planning, and should secure the approval of the superintendent.

The unit method demands careful advance preparation by the teacher. He must first determine the general and specific objectives of the unit. He must then familiarize himself with the areas that may be included, the source materials and resources available to the class, the specific procedures that may be followed in developing the unit, the probable activities that may

be used, and the techniques of evaluation that may be applied. Having done all of these, he should prepare a written pre-plan which includes:

1. Scope
2. Teaching Procedures
3. Source Materials and Other Resources including
 - Reference material
 - Audio-Visual material
 - Community resources
4. Probable Activities including
 - Those involving knowledge and understandings
 - Those involving attitudes
 - Those involving expression—oral, written, and artistic
5. Order or sequence of development of activities
6. Evaluation techniques

In his preparation the teacher will first choose from the scope suggested in the program of studies those areas which seem to fit the needs and interests of his class. Next he will suggest procedures by means of which these will be implemented. Such procedures may include direct teaching, committee work, reporting, and panel discussions. In his plan, too, the teacher will list the various sources and resources upon which he and his class may draw in their study of the unit. Under probable activities he will list those various types which may later, in consultation with his class, form the basis by which skills and abilities, understandings, and attitudes may be developed. In other words, this part of the teacher's plan should state the kinds of learning and expressional activities which will naturally be employed in the development of the unit. The pre-plan should also give a suggested sequence of activities to be modified as the unit is developed later by the teacher and his class. In relation to this sequence the pre-plan should include suggestions for continuous evaluation at various stages in the development of the unit.

Though this pre-plan may well be modified and adapted as the teacher and the class proceed to develop the unit, it is essential that the teacher do the preparatory work suggested if he is to guide his pupils through a unit to desirable educational outcomes.

Motivating the Unit

The teachers will begin by relating the unit to the past experiences and present achievement of pupils. This necessitates the use of pre-tests, inventories, discussions, and questioning to establish the basis for proceeding with the unit of study.

This part of the starting stage includes the stimulation of student interest, the sensing of problems in the unit, and also sets limits to the unit. After the students realize the various problems, and that these may bear some relationship to their immediate environment, the teacher should

exercise his skill in devising ways to arouse intelligent curiosity, interest, or motivation in the unit, so that the pupils will feel that the problems have become "their own".

The unit may be organized into a few main sections in order to limit the problems. Some teachers like to use the "overview" approach. This technique gives the students an over-all picture of what the unit is about, and thus enables them to be on the lookout for suitable materials which will be helpful in carrying out the unit. Pictures, articles, collections, specimens, films, etc., may be used. In this way, students feel that they are actually taking part in the problem study. At this point the unit is now clearly defined as a special problem for the class.

Developing the Unit

The working stage involves the use of all available sources and resources and the application of any or all teaching and learning procedures that will lead toward the achievement of the objectives set up for the unit. This is the stage of varied activity, of trial and error, of experiment. It is the stage when students gather data from references, from audio-visual aids, from direct experiences, from direct teaching. Both group and individual tasks get under way with due regard for the differences in pupils' capacities, interests, and needs. Committees are set up, leaders are chosen, and work begins. Information is gathered and sifted; experience is gained and evaluated. Ideas suggested by the students are weighed, and accepted or rejected. Committee and individual reports are presented to the class, are criticized, and generalizations are made from them. The teacher will be busy, sometimes guiding a committee discussion, sometimes assisting a pupil with reference material, sometimes aiding in planning an excursion, or arranging for the showing of a film. The teacher employs formal teaching methods to motivate, to bridge a gap, to explain a difficult idea, to fix a desirable learning, and to summarize a number of findings. The variety of teaching and study techniques used during the working stage should be as numerous as time permits and necessity demands. As the work proceeds, pupils should display growth in skills, abilities, habits and attitudes. The understandings desired as outcomes of the learning activities should be established gradually as the work proceeds.

In the various curriculum guides the unit outlines include suggested activities. However, teachers may feel free to modify or even to change any or all of the proposed activities. They must adapt the unit studies to local needs, bearing in mind the importance of individual differences, social and economic factors, and geographical locations. They should encourage suggestions from the pupils, but if these are not forthcoming, the teachers themselves must be prepared to supply this lack.

All through the working stage of the unit the teacher's role is to direct, teach, assign, listen, observe, sum up, and assist the pupils with reports, discussions and activities.

Completing the Unit

As the problem or unit study reaches its culminating stage, it should reveal certain achievements in the form of information, skills, abilities,

principles, habits, and attitudes. The solution to the problems in the unit will be further expressed in terms of several general understandings. After the unit has been summed up by teacher and the pupils have indicated what special knowledge has been gained, the class will arrive at certain definite conclusions. Some of these will be final, others may be only tentatively established.

The class may wish to dispose of the work on a particular unit in a special way. If an interesting and varied accumulation of display materials, including written essays, has been gathered, these might be shown to parents, to another class or school, or to a Home and School Association meeting. A special diary, a running scrap-book, or a mural might be planned to show the sequence of development of the study. A class might plan a well-made scrap-book for each unit studied in the year, these to be placed in the school library at the end of the year, or exchanged for those prepared in schools in other provinces or countries.

Teacher and students might consider certain applications of the unit. They might first apply the conclusions to life situations in Alberta, Canada, and the world. This would serve to clarify and extend the understandings and principles learned. They might also apply the skills, understandings, abilities, habits, and attitudes to other units, to other subjects, or to their general behavior.

Pupils will keep a special notebook, or a section of a notebook, indicating in their own way the general plan and development of each unit. This notebook, which should be closely correlated with Art and Language, will contain the basic factual information required from all pupils, summaries of reports or even complete reports, maps, freehand drawings or cartoons, pictures, graphs, charts, spelling and vocabulary lists, etc. Illustrations are most effective when they follow immediately after the information. Copying of lengthy notes, graphs, etc., from texts is waste of time. All standards for Language work are to be followed closely in the notebooks.

Evaluating the Unit

Evaluation is an essential part of every unit. It is both a continuous appraisal by the teacher of pupil growth in attitudes and behavior at all stages throughout the unit, and a final assessment of his knowledge and understanding of the facts and generalizations, and of his mastery of the skills.

RESEARCH PROCEDURES AND SOURCE MATERIALS FOR THE UNIT

Research procedures are necessary when the pupils have some problem to solve for which there is insufficient information in the regular texts or reference book.

In any school classroom research facilities should include: reference books, encyclopedias, science equipment, atlases, magazines, dictionaries, pamphlets, year books, etc.,—all carefully organized. Additional free materials may be secured from various government departments, advertisers, the United Nations Bureau at Ottawa, the Teacher Service Bureau

of the Department of Education, etc. Second hand magazines may be purchased from many bookstores.

The amount of time spent on research activities will depend on the interests and inclinations of pupils and teachers, the availability of source materials, and the time available. Since there is a suggested time limit for each unit, teachers are advised not to get "bogged down" in a research unit to the detriment of succeeding units involving less research. Since sound research procedures are relatively difficult in classroom situations, teachers might be wise to begin the year's work with a unit requiring chiefly formal teaching.

Pupils must be taught research methods. These involve complete familiarity with the source materials, ability to use tables of contents and indexes readily, to skim rapidly for relevant information, to assemble evidence, and to arrive at sound conclusions. If necessary they must be prepared to obtain expressions of opinion from persons with mature judgment.

Two final cautions are necessary. In the first place, junior high school pupils with Grade IV or V reading ability are generally unable to perform the required reading activities. They may, however, help out in other ways, such as drawing maps, collecting pictures, asking opinions, etc. In the second place, teachers should seldom assign research topics without giving specific references. Otherwise pupils waste too much time.

THE USE OF PUPIL REPORTS IN THE UNIT

There has been much criticism of student report work both in enterprise and unit study teaching. Pupils need careful direction and help in preparing, presenting and summing up reports. The ability to give a good report is not inborn in the child. Since reporting constitutes a learning situation, the teacher must assume the responsibility for developing this skill.

Many teachers have not yet made the most of this very worthwhile pupil experience. It should be recognized that the unit study technique demands more teacher responsibility and effort than other methods. Class discipline, where students work in groups in an atmosphere of busy endeavor, is much more difficult to control than is a formal teaching situation with pupils seated at individual desks.

Assigning Reports

1. The teacher and the student will consider and select suitable report topics.
2. The report topic should be suited to the interest and ability level of the individual student, and the group or committee to which it is assigned.
3. The individual or group assignments or report topics should be clear and limited in scope.
4. The students should be directed to specific and available references.
5. In the early stages of unit study learning, class time will be used in order to indicate to the students what a good report should include.



Grade IX Students Give a Group Report in Social Studies

6. Sound techniques of reporting must be developed progressively as pupils gain competence in using them.

Presenting Reports

1. The teacher should help the child to make the report "his own". If the student cannot give a report in his own words, the report is of questionable value.
2. Mass copying of material from books, or memorizing textual material for reports is to be avoided. If a student makes brief quotations he should indicate the source.
3. Pupils should not be expected to copy lengthy teacher's or pupil's notes from the blackboard.
4. Pupils should be encouraged to use brief notes to guide their talk.
5. The pupil may write on the blackboard five or six questions which he proposes to answer in the body of his report.
6. The length of a report depends on pupil ability, the topic in hand, material available, and general interest.
7. The reports should be varied and informal. The formal type of intro-

duction may be used to acquaint the students with this method; if used to excess, however, it becomes monotonous.

The teacher should enrich the report by (1) contributing interesting new material, (2) stressing important points, (3) directing a summary.

Evaluating Reports

Reports should be evaluated by teachers and students, with definite criteria in mind.

1. Was the topic or assignment clearly understood?
2. Were the sources of material reliable and up to date?
3. Was effective use made of the blackboard, pictures, samples, or diagrams to make the report more vivid?
4. Was the topic or assignment organized around four or five main ideas or facts?
5. Was the report presented in appropriate English?
6. Were technical terms used with understanding?
7. Was the report interesting throughout?

These principles or standards might be posted on the bulletin board or in conspicuous chart form for constant reference by teacher, report leaders, chairmen, and reporters.

INSTRUCTIONAL METHODS AND TECHNIQUES FOR THE UNIT

In the unit study the function of the teacher becomes more, rather than less, important. As was suggested above, the teacher's role is to plan, to teach, to motivate, to guide, to observe, and to assist. He must draw out the ideas of the students, help them to clarify their plans, direct them through their assignments, and provide them with experiences that will give them skill in using group and individual learning techniques. There is little place in the junior high school for the use of the lecture method; there is a definite place for direct teaching skilfully done. The following represent purposes for which direct teaching is desirable: stimulating, clarifying, bridging, explaining, demonstrating, guiding, organizing, summarizing. The stress placed upon group and individual study and work techniques in the unit does not preclude provision for direct teaching which is a necessity at certain stages of every teaching method.

It is difficult to set down exact time allotments for the various types of teaching procedure which will be used in any unit. The following division of time suggested in the Social Studies - Language Bulletin might furnish a rough guide useful for units in other subjects:

Formal teaching ----- 50 per cent

When it is desirable to motivate a new unit.

When material is unobtainable.

When material is too difficult for the child's reading level.

- When teaching a needed skill.
- When reviewing or drilling.
- When summing up material.
- When the teacher has the personal background to add information that is not easily obtainable.
- When it is desirable to save time in order to cover a selected body of material.

Socialized procedures, including—

investigation	
reporting	
class discussions	
panel discussions	
open forums	
debates	
field trips -----	40 per cent
Testing -----	10 per cent

RELATIONSHIP OF GUIDANCE TO THE JUNIOR HIGH SCHOOL PROGRAM

Guidance is designed to assist children to understand and to accept themselves and, on the basis of that understanding and acceptance, to plan their lives intelligently and independently and to make wise choices among the various courses of action open to them. Though the assistance will be concerned to a large extent with obtaining a satisfactory solution to educational problems it should encourage proper appreciation of the need for good physical, emotional, moral, and social growth.

The junior high school must concern itself with special problems that children in their early adolescent years encounter. Without proper appreciation by teachers of these special needs the school is unable to provide the kind of guidance that encourages sound growth.

OBJECTIVES OF A GUIDANCE PROGRAM

The junior high school, in attempting to meet specific needs of children, should state its objectives as simply as possible. An examination of the objectives laid down in the *Curriculum Guide for Alberta Secondary Schools* suggests the following special applications:

- (1) To assist pupils entering the junior high school to become adjusted to their new school situation.

It should be borne in mind that the transition from elementary to junior high school presents considerable difficulty to children since their previous school experience has been largely concerned with group work in the enterprise. They are now facing a more or less departmentalized type of instruction in which subject fields are to a large extent separate and distinct. Attention must be paid to satisfactory orientation to the different type of school situation. Though provision for this is made in the Health and Personal Development courses all teachers should be aware of the part they can play in helping to make this orientation phase a worthwhile growth experience for the student.

- (2) To assist pupils in planning their program for both the junior and senior high schools.

Students are required to study a basic core of subjects in both the junior and senior high schools. However, they round out their programs by means of exploratory and elective subjects. By means of group guidance and individual interviews students should be encouraged to plan their programs in terms of their interests and abilities with due attention to the possible use that they expect to make of their training. The Health and Personal Development course provides the opportunity for group guidance; individual teachers can assist through recognition of special needs that particular students demonstrate.

(3) To assist pupils in school success.

The thoughtful teacher is always aware of the effects that success or failure has upon the developing personality of the student. Proper observance of sound mental health rules and maintenance of a classroom atmosphere that is in agreement with these principles will do much to prevent a situation developing that is not conducive to good growth. Awareness of subject difficulties should be recognized as early as possible and steps taken to assist the student in overcoming the difficulties in so far as time and circumstances permit.

(4) To assist pupils in the solution of personal, social and emotional problems.

The child may face difficulties in his personal and social relationships which produce emotional crises. Teachers must recognize that to the student these problems are real. A sympathetic appreciation of the needs of particular students is important. Children must possess a feeling of security within themselves which is often gained by satisfactory achievement. Should the school fail to recognize these needs and by harsh criticism or the dubious weapons of sarcasm, ridicule, shaming, or belittling, injure the student's self-respect, little in the way of subject programs or sound growth can result. Therefore, the teacher should be prepared to assist students in arriving at a satisfactory solution of particular problems which they may be facing. The Health and Personal Development course provides a setting in which problems common to the group or of particular concern to individual students can be discussed in general terms. Such discussion, however, should be preceded by research work carried out by the students using the various sources at their disposal.

(5) To assist teachers in planning individualized situations.

This is an application of objective 3 above, but seeks to point out the need for providing individualized instruction in so far as it is possible in the school situation. Size of classes and the variety of abilities represented constitute a real problem in providing for such instruction. However, if the teacher is aware of its desirability and is willing to devote the time to it the opportunity will doubtless present itself.

(6) To provide necessary guidance in their school work and possible career choice to pupils entering the senior high school.

Individual and group guidance through such media as Health and Personal Development courses, interest groups, and counselling periods will provide the opportunity for adequate pre-planning of courses and further training at the senior high school level and beyond. Selected standardized tests can be used to advantage in serving to point out in part the direction that a student's interests might take; for example, interest inventories provide a certain degree of usefulness, though the limitations of such tests should be recognized. In some school systems a fairly comprehensive list of scores is available for the direction of the teacher and counsellor. When these are used with discretion the student can be encouraged to make a reasonably wise choice of subsequent courses. Care should be taken to

avoid over-prescription and over-regulation of the student. If the student is prepared to accept the challenge presented by his school subjects and to produce work that is up to his capacity, as much freedom of selection as possible should be permitted.

(7) To provide information for vocational guidance and placement.

This objective does not assume as much significance in the junior high school as it does in the senior high school but a certain percentage of students will drop out along the way after the age of fifteen. At the same time, those continuing in school will be giving thought to their ultimate careers. Provision is, therefore, made in the Health and Personal Development courses at different grade levels for the introduction of material dealing with the occupational world. Since this is discussed in the group the school should arrange that some member of the staff assumes responsibility for providing current information to individuals about the world of work and trends in employment. All junior high schools should develop a library of occupational information from material available from many sources. The Department of Education will furnish any school with a copy of the bulletin, "Building an Occupational Information Library". This contains suggestions as to means by which such a library can be started. Junior high schools will be placed on the monthly mailing list upon request, thus receiving current information about employment trends. This aspect of guidance must be kept in its proper perspective since students of junior high school years may be influenced unduly if it is over-stressed.

RESPONSIBILITY FOR GUIDANCE

Parents and Other Relatives

The home exercises a profound influence upon the development of the child. Hence the school must always recognize the fact that close co-operation with the home is essential. Certainly every care must be taken to see that undue pressures are not brought to bear upon the child because the aims of the school and the home happen to conflict. In many school classes, the children come from homes which vary widely not only as to social and economic status, but also as to the rules which govern the actions of members of the family. Therefore, the teacher, the counselor and other school officials will need to exercise sound judgment in offering guidance to the child. The school should endeavor to work closely with the home in helping the student to solve problems which he encounters as a result of unsatisfactory progress.

The Classroom Teacher

The classroom teacher occupies a strategic position with respect to guidance through daily contact with pupils. Class activities offer an excellent medium for assisting pupils to discover their assets and vocational planning. Furthermore, the classroom teacher is sponsor of many extra-class activities which offer training and exploratory opportunities for pupils. Daily observation permits him to observe attitudes, and special abilities that each individual possesses. For assistance with his problems, the pupil

frequently calls upon the teacher. By his manner and attitude, the teacher can develop a classroom atmosphere that assists pupils in their general growth.

Classroom teachers should accept responsibility for assisting in the gathering and assembling of information to be placed in the school records.

Briefly, the classroom teacher learns to know his pupils better than any other member of the staff. His co-operation and willingness to provide information are very valuable to both the principal and the counsellor.

The Principal

Sympathetic appreciation of the aims of the guidance program and willingness to co-operate in providing both time and opportunity are among the important contributions that can be made by the principal. His support and encouragement will do much in developing the kind of school atmosphere in which students can develop to the fullest. Where a counsellor is available the principal should recognize that counselling and other guidance activities are an integral part of the school program. These must be placed on the daily schedule if they are going to be successful.

The principal can offer much assistance in providing many of the facilities needed, such as procurement of cumulative record forms and other supplies, as well as office space for the counsellor.

The encouragement that the principal gives to the staff members as they carry out their respective guidance functions cannot be supplied by any other person in the school. Success or failure of guidance services depends to a large extent on the quality of leadership that principals are prepared to give.

The Counsellor and Other Specialists

Where the services of a counsellor are available the principal will rely to a large extent upon him for the success of guidance services. His ability to weave them into the total program of the school will materially affect the extent of the program. It must be appreciated that the guidance program, if separated from the school program as a whole, loses much of its value.

The counsellor must be prepared to give the kind of leadership that is necessary in encouraging other teachers to appreciate the extent to which they can assist. He should be in possession of specialized training to make himself familiar with professional materials, with specialized techniques and with community resources.

Further, the counsellor should be skilled in assembling and interpreting data about pupils, assisting teachers to recognize, observe, and report pupil behavior and attitudes, conduct follow-up studies and community occupational surveys. He should assume responsibility for the completion and proper safekeeping of the cumulative records and encourage teachers to contribute to and make use of the records. In arranging for interviews he

must appreciate and must be familiar with the background necessary to the interview and procedures to follow.

In schools that do not have a counsellor, counselling duties should be allocated in such a way among the staff members that the students are given as much assistance as possible. Other specialists who can assist in the development and extension of a guidance program are the officials of the guidance clinics, the visiting nurse, medical authorities, and social welfare workers. The nature of the assistance that they can render will vary with the situation and will be outlined in more detail in the handbook.

The Teacher of Health and Personal Development

The teacher offering this course has unusual responsibilities, coupled with unusual opportunities for guidance. By a skilful presentation of the course he can forestall many problems which, if left for the student to solve, might become acute. The free discussion which is a noteworthy feature of the Personal Development Course will give the sensitive teacher many clues to the particular problems of his students. It also provides an excellent sounding-board for pupil opinion of school life in general, and can be of great value to the resourceful administrator. In schools where counselling is done, there should be the closest liaison between the Health and Personal Development teacher and the Counsellor.

GUIDANCE METHODS AND INSTRUMENTS

The Interview

The interview, by its very nature, varies according to the situation. Teachers and pupils often discuss problems together in either an incidental manner or for a specific purpose. Such interviews must not, however, be confused with the more formalized type conducted by a person specifically trained in proper techniques.

The interview may be defined as a serious conversation directed to a definite end other than satisfaction in the conversation itself.

A trained person, such as a counsellor, must attempt in the interview to gain the confidence and goodwill of the student in order to obtain certain essential information with reasonable accuracy; to interpret what is learned about the student from himself and other sources; and to give helpful guidance with the likelihood of acceptance and application. Details as to formalized procedures will appear later in a guidance manual. In the meantime information may be obtained from any standard reference book on guidance.

Report Cards

One use that should be made of the information the school obtains on the progress of students is the preparation of periodical reports to parents. Common practice suggests that these should be issued four times during the school year. They provide the opportunity for teacher and students to discuss generally the nature of the progress that the pupil is

achieving and can be used constructively to examine reasons for lack of progress and the methods by which present difficulties can to some extent be overcome. They also encourage co-operation between teachers and parents concerning the child's educational growth.

New type reports also provide for an evaluation of progress on other phases than mastery of subject matter and development of understandings. Ratings are given in other important aspects of pupil progress, such as attitudes, character, personality and citizenship traits, and study abilities.

The Cumulative Record

There is really no limit to the kind and amount of information and data about individual pupils that is desirable for effective guidance. It should include: (1) data on home background, such as economic position of the family and nature of family relationships; (2) considered opinions of the teachers in previous school years about the personality characteristics of the pupil; (3) previous school marks; (4) test results including intelligence quotient and mental age; (5) leisure reading and hobby interests; (6) out of school employment; (7) details of interviews; (8) educational plans; (9) health record.

It cannot be too strongly emphasized that the information on the cumulative record is strictly confidential, and is to be gathered in an unobtrusive manner which could not possibly embarrass the pupil. The data on each pupil should be collected individually through private interview or by the completion of an information blank. Particular care should be observed in the handling of such information as racial extraction or nationality. Intelligence quotient and other ability ratings should also be guarded carefully. The whole purpose of cumulative records can be defeated if discretion is not observed in their use.

A cumulative type of record to include constructive information about the child's development from Grades I to XII has been prepared and is now in use in many of our schools. It makes provision for most of the above mentioned information either on the record or by means of additional material to be placed within. If the record is to be of value in guidance, information about individual pupils should be in the hands of those teachers who are most likely to use it. When teachers appreciate that this information is to be considered as confidential it will tend to become much more objective and, therefore, of more value in assisting the pupil. A handbook prepared by the Department of Education is available to assist in understanding the Cumulative Record and its uses.

The tendency to keep these records in the office of the principal or counsellor is satisfactory providing that the teacher who wishes to use them has access to them. In some schools a summary of more significant pupil data is given to teachers for all pupils in their classes, with the suggestion that they consult the office records frequently for further information. Another plan is to place either duplicates or summaries of these records in the teachers' office where they are readily available to all staff members.

In school systems with junior high schools, the cumulative record is especially valuable because the information it provides concerning the individual pupil is essential if the functions of the junior high school are to be realized.

Tests and Profiles

The school is interested in measurement of the child in order that it can render him assistance in overcoming difficulties causing lack of progress. Educational authorities have developed large numbers of standardized tests for the purpose of obtaining such measurement and, by use, have attempted to make such tests valid and reliable. However, there is sometimes a tendency to place too great a predictive value upon results, and care should be taken to see that their limitations are recognized. Tests can be and are very helpful, providing other factors are taken into account.

A few suggestions upon which to build a testing program are offered below:

1. Tests should supplement other available data about the pupil. As suggested earlier the test results are but one of the factors that must be considered in attempting to evaluate the pupil and his progress.
2. Co-operative planning is essential. The entire program should be based on the results of study by the school staff of the need for test information, and should include consideration of the use of test results in attacking instructional and guidance problems. Therefore, it is suggested that the pupils be included in the planning, the better to insure their full co-operation. They should understand the purpose for which tests are given so as to effect adequate motivation.
3. Long range planning is necessary. Such a program should encourage the gathering over a period of years of test evidence for each pupil. As changes take place in the educational or vocational environment the needs of the pupils will change. The recording of the information and data must be systematically planned and the results put to use.
4. The program must be practicable. It should endeavor to meet the needs of the local school situation and should be considered in terms of the clerical work involved in scoring tests and recording results and in the loss of time from the regular school schedule. The question of cost must be considered, and it is recommended that competent authority in the form of impartial test analyses and professional knowledge be consulted in order to avoid undue expenditure.
5. Professional training seems to be basic to effective operation of a testing program. Schools and staff with little experience in standardized testing should start with a modest program involving one or two types of tests. They should never be so busy giving tests and recording results that they cannot find time to put the results to use.

A testing program ordinarily includes tests of three general types:

- (1) Group intelligence tests or tests of scholastic aptitude.
- (2) Tests of reading ability.

- (3) Tests of achievement in the subjects commonly included in the academic curriculum.

In recording data it might be well to place the results on a test profile which shows the percentile rating of the individual student in each test. The completed profile should be placed in the cumulative record of the individual student for later reference and use.

Cautions and Limitations

Teachers are interested in the progress achieved by their students and in the evidence of total growth over the years. No one can work with children day in and day out who does not feel that he is making a contribution to their general development. Guidance as a service interests itself in pointing up just how this understanding and appreciation of child development can best be carried out. It seems reasonable to suggest that certain cautions or limitations must be appreciated in order that the maximum of achievement from the standpoint of pupil growth can obtain.

1. Individual teachers and staffs as a whole should recognize that, if children's needs are being adequately met, good guidance is being carried out. It is advised that, where a formal program is not possible, some attempt should be made to analyze the efficiency of the school services in terms of instruction, character development, and growth processes. The use of adequate records will assist materially. However, it should be borne in mind that too rapid change from the established order of things may tend to affect the school atmosphere to the extent that neither pupils nor teachers feel at home in the new situation.

2. Test results must be put to use; otherwise, why test? A program of testing should encourage professional thinking and professional growth.

3. An evident danger exists when teachers become over-concerned with personality variations. The professional psychologist and psychiatrist have had special training. Teachers should not try to replace them. A sense of balance and proportion should always be maintained when indicating marked deviations from normal patterns of behavior. Unless there is sufficient evidence coupled with reliable opinions by specially trained psychologists or psychiatrists, teachers are not justified in making sweeping judgments about personality.

Date Due

LB 2891 A3 A3122 1952
ALBERTA DEPT OF EDUCATION
PROGRAM OF STUDIES FOR JUNIOR
HIGH SCHOOL --
SERIAL NL 39870659 CURR HIST



000036401248

1952

Printed by A. SHNITKA, Queen's Printer for Alberta,
Edmonton

DATE DUE SLIP

LB 2891 A3 A3122 1952
Alberta. Dept. of Education.
Program of studies for junior
high school. -
39870659 CURR HIST

CURRICULUM GUIDE

For Reference

NOT TO BE TAKEN FROM THIS ROOM

EXCEPT WHERE EXPRESSLY PROVIDED FOR IN THIS CONTRACT

